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ABSTRACT

Counseling is multifarious in scope: it means different things to different people. This study attempted to replicate James Hoffman's 1989 study, which investigated high school seniors' perceptions of the high school counselor. Independent variables were gender, size of high school, number of counselor visits, grade point average, and post-high school plans. The dependent variables were scores from the following components of a questionnaire pertaining to counselor services: career, education, personal, social, administrative, and composite functions. The sample consisted of 341 eastern Colorado high school seniors. Five hypotheses were tested using a three-way analysis of variance. Of the 108 comparisons, 30 were for main effects and 78 for interactions. The results indicated the following: (1) participants who visited the counselor more frequently reported greater comfort talking with the counselor; (2) participants from the largest school district reported greater comfort talking with the counselor; (3) post-high school plans were not associated with student comfort talking with the counselor; (4) gender was not associated with student comfort talking with the counselor; and (5) grade point average was not associated with the student comfort talking with the counselor. Interaction effects existed between: gender and grade point average for career, education, personal, social, administrative, and composite functions; number of counselor visits and size of school for career and administrative functions; gender and size of school for career function; and grade point average and post-high school plans for education for educational function. (Author/LLL)

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HIGH SCHOOL SENIORS' PERCEPTIONS OF THE HIGH SCHOOL COUNSELOR: A REPLICATION

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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Table of Contents

	Page
Introduction	1
A Global Viewpoint	1
Counselor, Parent and Guidance Director Viewpoints	3
Teachers, Counselors, and Student Viewpoints	7
High School Senior and College Freshmen Viewpoints	9
Summary of Related Research	13
Statement of the Problem	14
Importance of the Research	14
Composite Null Hypothesis	15
Definition of Variables	16
Independent Variables	16
Dependent Variables	17
Limitations	17
Setting	18
Methodology	18
Subjects	18
Instrumentation	19
Design	21
External Validity of Design	23
Data Collecting Procedures	23
Research Procedure	24

Page

Data Analysis 25

Results 25

Discussion 75

References 80

List of Appendixes

Appendix		Page
A.	Demographic Sheet and Questionnaire	83
B.	Letter of Permission	86
C.	Letter of Introduction to Administrators.	89
D.	Directions for Administering the Questionnaire . .	91

List of Tables

Page

Table 1: A Comparison of Mean Questionnaire Scores for High School Seniors According to Number of Counselor Visits, Post High School Plans and Size of High School Employing a Three-Way Analysis of Variance 27

Table 2: A Comparison of Mean Questionnaire Scores for High School Seniors According to Gender, Post-High School Plans, and Size of School Employing a Three-Way Analysis of Variance 38

Table 3: A Comparison of Mean Questionnaire Scores for High School Seniors According to Gender, Grade Point Average and Size of High School Employing A Three Way Analysis of Variance 47

Table 4: A Comparison of Mean Questionnaire Scores for High School Seniors According to Grade Point Average, Post-High School Plans, and size of High School Employing a Three-Way Analysis of Variance 59

Table 5: A Comparison of Mean Questionnaire Scores for High School Seniors According to Gender, Grade Point Average and Post-High School Plans Employing a Three-Way Analysis of Variance 66

List of Figures

Figure — Page

1. Interaction Between Number of Counselor Visits and Size of School for the Dependent Variable Career 34
2. Interaction Between Number of Counselor Visits and Size of School for the Dependent Variable Administrative 36
3. Interaction Between Gender and Size of School for the Dependent Variable Career 45
4. Interaction Between Grade Point Average and Gender for the Dependent Variable Career 53
5. Interaction Between Gender and Grade Point Average for the Dependent Variable Personal. . . . 54
6. Interaction Between Grade Point Average and Gender for the Dependent Variable Social . . . 55
7. Interaction Between Grade Point Average and Gender for the Dependent Variable Administrative 56
8. Interaction Between Grade Point Average and Gender for the Dependent Variable Composite 57
9. Interaction Between Grade Point Average and Gender for the Dependent Varible Eduational 73
10. Interaction Between Post-High School Plans and Grade Point Average for the Dependent Variable Eduational 74

Abstract

The purpose of the researcher was to replicate James Hoffman's study (1989) to investigate high school seniors' perceptions of the high school counselor. Independent variables were gender, size of high school, number of counselor visits, grade point avrage, and post-high school plans. The six dependent variables were scores from the following components of a questionnaire pertaining to counselor services: career, educational, personal, social, administrative and composite functions. The sample consisted of 341 Eastern Colorado high school seniors, class of 1991, with 125 students from 1A schools, 115 students from 2A schools and 101 students from 3A schools. Fifteen 1A schools, seven 2A schools and two 3A schools were represented in the sample. Five composite null hypothesis were tested using a three-way analysis of variance (general linear model).

Of the 108 comparisons 30 were for main effects and 78 for interactions. Of the 30 main effects tested 12 were statistically significant at the .05 level.

Of the 78 interactions tested 10 were statistically significant at the .05 level. The results indicated:

1) participants who visited the counselor more times reported greater comfort talking with the counselor;

2) participants from the largest school district reported greater comfort talking with the counselor;

3) post-high school plans were not associated with student comfort talking with the counselor;

4) gender was not associated with student comfort talking with the counselor;

5) grade point average was not associated with student comfort talking with the counselor;

6) an interaction existed between gender and grade point average for the dependent variables career, educational, personal, social, administrative, and composite;

7) an interaction existed between number of counselor visits and size of school for the dependent varibles career and administrative.

8) an interaction existed between gender and size of school for the dependent variable career, and

9) an interaction existed between grade point average and post-high school plans for the dependent varible educational.

Introduction

A Global Viewpoint

Counseling is multifarious in scope, being different things to different people. There appear to be different viewpoints even among counselors and other educators. Gibson, Mitchell, and Higgins (1983) made the following statement:

> More counselors are employed in secondary school programs than any other setting in this country. These programs have over the years focused on a series of basic services emphasizing individual counseling, individual analysis, group counseling and guidance, career development, consultation, placement and follow-up, and research and evaluation. (p. 247)

Several elements cited by George and Cristiani (1986) are common to the many definitions of counseling. One is the notion that counseling is aimed at helping people make choices and act upon them. A second is the notion of learning . . . . still another element is that of personality development (p. 3).

According to the Occupational Outlook Handbook (U.S. Department of Labor, 1988):

> High school counselors advise on college admission

> requirements, entrance exams, financial aid, and on trade and technical school and apprenticeship programs. They help students find work. They also help students understand and deal with their social, behavioral, and personal problems. They work with students individually, or in cases where problems are widespread, as in drug or alcohol abuse, in groups. Counselors consult and work with parents, teachers, school psychologists, school nurses and social workers. (p. 115)

Stulack and Stanwyck (1980, p. 491) identified these transitional roles of counseling: 1) the role of the school counselor should be constantly one of transition and must be frequently reexamined as students attempt to adjust to a rapidly changing technology and world order; 2) the counseling program is tied into the social system of the school and is accountable to the public it represents; 3) the clientele of the community generally require more vocational guidance in the counseling program; and 4) the counselor's goal of helping the individual from a mental health point of view need not be relinquished to adopt a more comprehensive counseling approach.

According to Pietrofesa, Bernstein, Minor and Stanford (1980), counselors work with three general types of information: occupational, educational and personal-social. The counselor's role involves responsibilities for planning

and implementing procedures deemed necessary to meet the needs of the school population. Wiggins (1985) maintained that counselors can implement the following steps.

1. setting goals,
2. assessing needs,
3. setting priorities,
4. planning interventions,
5. evaluating outcomes, and
6. reporting results

Goal setting on the basis of needs assessment, or public survey of some type, seems to be a continuous and vital activity from which secondary school counseling programs could derive benefits on an ongoing basis. The research that follows summarizes some surveys that have been published on the subject of high school counseling.

The researcher reviewed 11 surveys concerning counseling services for high school students. Four of the surveys sampled counselors, guidance directors and parents; two surveys were comparisons of student and adult responses; three surveys sampled high school seniors and two surveys sampled college freshmen concerning their perceptions of counseling services provided during their senior year. Following is a summary of the surveys.

Counselor, Parent and Guidance Director Viewpoints

Tennyson, Miller, Skovholt and Williams (1989) conducted a study of a random sample of 155 secondary school

counselors in Minnesota. The sample was made up predominantly of men over 40, years of age. The counselors completed a questionnaire listing 58 counselor functions with five response categories ranging from never to frequently in answer to "how often do you perform these tasks?" Ratings were given for the categories: (a) counseling, (b) consulting, (c) developmental and career guidance, (d) evaluation and assessment, (e) guidance program development, management and coordination, and (f) administrative support services. According to Tennyson, Miller, Skovholt, and Williams:

> Guidance programs in the schools, following traditional certification patterns, have stressed individual counseling. That tradition is reflected in this study, with more than twice as many high-item means for combined Frequency and Importance appearing in the counseling section than in any other category. All functions having to do with individual counseling of students were found to meet or closely approximate the criteria (4.0) for high Frequency and high Importance. Listed below are items perceived to be done "Fairly Often" and perceived as "Very Important."
>
> 1. Meeting with a student to address a developmental need (e.g. decision making).
> 2. Meeting with a student to resolve or remediate a problem (e.g., interpersonal conflict).

3. Interpreting a test or student record in counseling. (p. 255-256)

Peer (1985) used data collected between November, 1982 and January, 1983, by the U.S. Bureau of the Census for surveying directors of guidance services in 50 state departments of education. Thirty-seven of the 50 states returned the surveys. The instrument consisted of 35 items used with a Likert type scale ranging from definitely not (1) to uncertain (5). Broad areas covered by the instrument were: (a) how others view secondary school guidance, (b) career guidance involvement, (c) counselor as disciplinarian, (d) organization and administration of guidance services, (e) types of counseling covered, and (f) overall school input. Peer reported the following pertaining to conflict with peers and drugs.

> When asked the extent to which secondary school counselors are helpful to individual students who are experiencing conflict with peers, drugs, and so on, the respondents were significantly positive. With the exception of sex (item C) the combined responses in the two "yes" categories ranged from 70.3% (drugs) to 94.6% (peers). The total for item C (sex) was 45.9%. (p. 185)

Peer (1985), like Tennyson, Miller, Skovholt and Williams, (1989) also found a substantial reported involvement of the counselor with individual problems, such as students experiencing conflict with peers, drugs and related areas.

Peer surmised that counselors are helpful to individual students more often than they are given credit for. The respondents also indicated doubt that programs were having a direct impact on the majority of the students.

Helms and Ibrahim (1985) conducted a survey of senior's parents and counselors in Connecticut secondary schools. The researchers surveyed a stratified sample of 50 schools. The sample consisted of 819 parent and 131 counselors. The list of functions surveyed was developed from the 1977 American School Counselor Association list of desirable school counselor functions. The judgmentally derived categories were (a) counseling, (b) educational and occupational planning, (c) referral, (d) placement, (e) parent help, and (f) public relations. A modified Likert type scale was used with four response categories. The results of each item were ranked.

> The results suggested that counselors view Personal and Educational Counseling and Public Relations as more important functions than did the parents sampled. Counselors and parents did agree, however, on the importance of Job Placement and Vocational/Career Counseling. (p. 273)

Helms and Ibrahim's findings were in agreement with Hutchinson, Barrick and Groves (1986) who did a comparison study of ideal and actual secondary school counselor functions in 56 Indiana schools. The research included

large, medium and small schools as well as inner-city, rural and urban schools. The average student-counselor ratio was 395.6:1.0. There was a 71 percent response rate. A total of 16 ideal and actual activities were rank ordered by the counselors, the top five being:

1. individual personal counseling,
2. academic counseling,
3. group counseling,
4. career and life planning, and
5. parent conferences.

Teachers, Counselors, and Student Viewpoints

Russo and Kassera (1989) used a stratified sample to include specific settings, sex, race and grade. The participants were 10th through 12th graders; the sample consisted of 548 students and 48 teachers from a large suburban high school near a major midwestern city with school enrollment of approximately 2,000 students. Students were divided into three academic groupings. A needs assessment covering seven areas was administered. The areas covered were: (a) administrative responsibilities, (b) educational counseling, (c) personal social counseling, self-awareness and relationships, (d) parent-student consultation, (e) staff-faculty consultation, (f) vocational-career development and decision making, and (g) vocational-career planning and placement assistance. Students perceived 1) educational counseling, 2) personal

and social counseling, and 3) vocational and career counseling as being the top three priorities. For 11th and 12th graders there was no statistical difference between needs for and needs met on the seven topic survey. Tenth graders, however, reported significant differences between needs for and needs met in all seven topics surveyed. The results indicated that the upper classmen were attended to more frequently, thus causing 10th graders to feel left out of the counseling process.

Wagenaar (1982) reported on part of a longitudinal study conducted in 1972 with 12th grade students enrolled in public and non-public high schools in 50 states and Washington, D.C. There were 16,683 students and 989 counselors included in the survey. A student questionnaire was administered with 10 items ranging from self-awareness to post secondary categories. Four responses were possible ranging from excellent to poor. The counselor questionnaire was administered to determine time spent and areas covered by the counselor. According to Wagenaar, the counseling resources available to the students were considerably more important for explaining student perceptions of quality of counseling services than were activities in which counselors engaged. Students rated availability, encouragement and amount of time spent in interviews as positive influences. The percentage of time counselors spent on college guidance did not contribute to the quality of the program.

High School Senior and College Freshmen Viewpoints

Rowe (1989) sent questionnaires to a 10 percent sample of fall semester incoming freshmen at Brigham Young University. Of 415 questionnaires mailed, 299 were returned. The self-reporting instrument used included 57 items addressing frequency of counselor visits by the student during senior year in high school concerning college, other post high school plans, and rank ordered items on counselor and other significant people who were consulted about post secondary plans. Concerning personal problems, 94 percent of the students sampled indicated they saw a counselor one time or less during their senior year. Student surveyed averaged 15 minutes with a counselor talking about post secondary plans. However, topics most frequently discussed with counselors were centered around college plans.

Students placed counselors as sixth in a rank ordered list of people consulted about post high school plans with mother, friends, father, siblings, and educators ranking above counselors. The results may reflect the fact that the university caters to atypical students. Rowe concluded "... the respondents were all students who had completed their freshman admission application and had been accepted to Brigham Young University, a private Christian University. Thus the results may not represent the general population of entering college freshmen" (p. 262).

Matthay (1989) sampled 181 freshmen English classes in six types of colleges, technical schools and universities in Connecticut. The instrument included items on perceived helpfulness of resources for all types of colleges combined. Items ranged from college catalogue to computer information and from school counselor to college fairs. A Likert-type scale was used ranging 1-5 with one indicating least helpful and five indicating most helpful. Matthay compiled a chart of perceived helpfulness of resources for all types of colleges combined. School counselor ranked fourth with visits to colleges first, college catalogue second and parents and family third.

Wells and Ritter (1979) conducted a survey in a large high school with eight counselors. The survey was administered to randomly selected classes with approximately 500 students in grades 9-12. The survey assessed student perceptions of where they would go for help with various problems, how the student would rank various guidance functions, and with whom the student felt most comfortable talking about post high school plans. Results indicated that over 80 percent of the students surveyed would go to a counselor for class change or graduation requirements. Regarding their school program, 51 percent would consult the counselor, and 40 percent regarding a conflict with a teacher. About 25 percent would see a counselor for "post-secondary" reasons, such as to choose a college, discuss

financial aid, or explore a career or college major decision. A small percentage (range 4% to 12%) of the students saw counselors as useful when they had a problem with a friend, had a personal problem, or when they were in serious trouble, and 4 percent reported consulting the counselor when they had a question about sex.

Hutchinson and Reagan (1989) surveyed all Indiana senior high schools with enrollment of 900-1200 students in grades 9-12. This included 48 schools with 885 senior boys and 849 senior girls participating. A 24-item questionnaire developed by Hutchinson and Bottorff (1986) on problems for which high school seniors would request help from the school counselor was administered. A Likert-type scale was used.

In contrast to Well and Ritter's (1979) findings, Hutchinson and Reagan found that boys and girls agreed that it was appropriate to talk to counselors about information on colleges and universities. Eighty-nine percent of the students checked either agree or strongly agree. Similarly, students ranked concerns with graduation requirements, registering for or changing classes, scholarship and financial aid information very high, but students seemed to be less comfortable sharing personal problems. Hutchinson and Reagan stated that to swing the pendulum "counselors must clearly define their role to both students and administrators and avoid being paper oriented instead of people oriented." (p. 278)

Hoffman (1989) conducted a study of 404 Kansas high school seniors enrolled in 12 randomly selected high schools. The 24 item questionnaire employed a Likert type scale. The items pertained to career, educational, personal, social and administrative counselor functions.

The results of Hoffman's 1989 study regarding personal and social counseling tended to support related studies by Hutchinson (1986), Rowe (1989) and Wells and Ritter (1979). Students reported the least amount of comfort in talking with their counselor about personal and social issues. Hoffman reported that student responses consistently varied at or below the theoretical mean for items on personal and social counseling.

Hoffman reported the following associations to be statistically significant.

1. Students from the smallest category of schools reported greater comfort talking to counselors about career and educational opportunities than those from the largest category of schools.

2. Students with 3.5 - 4.0 grade point average reported greater ease in talking to a counselor about educational plans than those with 2.4 or below G.P.A.

3. Student who visited the counselor four or more times reported greater comfort talking with the counselor.

4. Students sc es showed higher means for administrative functions than for personal and social functions.

Hutchinson and Reagan (1989) and Hoffman (1989) agreed that a substantial percentage of students were comfortable talking to counselors about post high school plans and administrative concerns. Students seemed less comfortable talking with counselors about personal problems.

Summary of Related Literature

The related literature indicated that students, parents, and counselors were not always in agreement as to what counseling programs should include. A number of generalizations can be made from the studies reviewed:

1. Students reported using career and educational counseling more frequently than personal and social.
2. Students reported seeking assistance for personal and social concerns less often than for other types of counseling.
3. Parents, counselors, teachers, and guidance directors expressed a high concern for career counseling and life planning for high school students.
4. Students and community members indicated that they were not adequately informed about the

the services available through the high school counseling department.

Statement of the Problem

The purpose of the researcher was to replicate Hoffman's study of 1989, which was to investigate high school seniors' perceptions of the high school counselor.

Importance of the Research

The results of this study could provide information to counselors, counselor educators and administrators pertaining to problem for which students may be reluctant to seek counselor help. Assessing student perceptions can help determine where discrepancies occur between ideal and actual counselor functions.

The results of the present study provided information for extending knowledge pertaining to the following questions:

1. Is there an association between post-high school plans and what students report they can talk about with a school counselor?

2. Is there an association between gender and what students report they can talk about with a school counselor?

3. Is there an association between size of school attended and what students report they can talk about with a school counselor?

4. Is there an association between number of visits made to a counselor and what students report they can talk about with a school counselor?

5. Is there an association between grade point average and what students report they can talk about with a school counselor?

Composite Null Hypotheses

All hypotheses were tested at the .05 level of significance.

1. The differences among the mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to number of counselor visits, post-high school plans, and size of high school will not be statistically significant.

2. The differences among the mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to gender, post-high school plans, and size of high school will not be statistically significant.

3. The differences among the mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to gender, grade point average, and size of high school will not be statistically significant.

4. The differences among the mean scores from a questionnaire pertaining to problems for which seniors would

seek school counselor help according to grade point average, post-high school plans, and size of high school will not be statistically significant.

5. The differences among the mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to gender, grade point average, and post-high school plans will not be statistically significant.

Definition of Variables

Independent Variables

Independent variables: 1. gender, 2. number of counselor visits, 3. grade point average and 4. post-high school plans were self-reported.

1. Gender - two levels, (1) Females, and (2) Males.

2. Number of counselor visits levels determined post hoc - five levels, defined as (1) no visits, (2) one visit, (3) two visits, (4) three visits, and (5) four or more visits during the student's senior year.

3. Grade point average number of levels determined post hoc - three levels, defined as (1) 4.0 to 3.5, (2) 3.4 to 2.5, and (3) 2.4 and below.

4. Post-high school plans levels determined post hoc - five levels, defined as 1. no further education, 2. enrollment in a technical school, 3. enrollment in a 2-year college, 4. enrollment in a 4-year college, and 5. military or undecided.

5. Size of high school - three levels, defined by athletic classification in th state of Colorado. Of the six levels ranging from 1A (smallest) to 6A (largest), levels 1A, 2A, and 3A were chosen for use in this survey. As defined by the Colorado State High School Activities Association Membership Directory (1990-91), there were from 10 to 84 students in 1A schools, from 85 to 250 students in 2A schools, and from 251 to 500 students in 3A schools. Both public and private schools were included in the sample.

Dependent Variables

Five dependent variables were employed:

1. career (4 items),
2. education (7 items),
3. personal (11 items),
4. social (3 items), and
5. administrative (3 items).

Limitations

1. The sample consisted only of Eastern Colorado seniors.

2. The researcher had no control over the administration of the questionnaire other than the instructions provided to school administrators.

3. Only schools which were volunteered by the superintendents participated in the study.

4. A potential post hoc limitation occurred in one school, in that, contrary to directions and agreements

instruments were reported to have been administered by the counselor.

Setting

Eastern Colorado is a sparsely populated area with large dryland farming and ranching operations. Most of the industry in the medium to small towns is related to agriculture in some way. Some areas, mostly those nearer the front range area of the Rocky Mountains, have irrigated farming which constitutes a more concentrated population and also some migrant students. Due to the sparse population, a majority of the students are bussed to the school sites. In eastern Colorado secondary schools enrollment ranged from 10 to 650 students.

Methodology

Subjects

High school seniors, Class of 1991, in eastern Colorado participated in the survey. Male and female students participated. Schools from Colorado 1A, 2A, and 3A, districts according to athletic classification were asked to participate in the study. A list of eastern Colorado high schools with corresponding classifications was obtained from the Colorado State High School Activities Association Directory of member schools (1990-91). A map was employed and all schools east of a line extending north through Carpenter and south through Calhan were considered in the survey area. This constitutes the possibility of school

size ranging from 10 students to 650 students in grades 9-12. Schools in each of the 1A, 2A, 3A, and 4A divisions were included. To insure that enough schools in each size category would participate, all schools in the designated area were contacted. Twenty-seven schools agreed to participate and were sent questionnaires. No 4A schools responded.

The sample consisted of 125 students from 14 1A schools (one school in this classification decided after the questionnaires were received not to participate); 115 students fro 10 2A schools; and 101 students from 2 3A schools. This constituted an 81 percent return.

Instrumentation

A 24-item Likert-type questionnaire designed by Hutchinson was used to survey the students (Appendix A). Slight alterations were made in the questionnaire by Hoffman (1989) to provide additional information from the students. These included supplemental instructions on the first page of the questionnaire pertaining to the additional demographic questions 1-4. Gender identification was relocated. Size of each high school was designated by color of the questionnaire. Yellow copies denoted 1A schools, green 2A, and blue 3A.

Items 5-28, regarding student perceptions, were original questions with only a change in corresponding numbers. For these items, five responses on a Likert-type

scale were employed. The options included "strongly agree" (SA), "agree" (A), "undecided" (?), "disagree" (D), and "strongly disagree" (SD). For analysis, "strongly agree" was weighted 5, "agree" was weighted 4, "undecided" was weighted 3, "disagree" was weighted 2, and "strongly disagree" was weighted 1.

Employing judges, Hoffman divided the items into five components.

> Three counselor educators independently assigned each of the items 1-24 into one or more of the counselors functions. Those items that were assigned to a counselor function by at least two of the counselor educators remained in the respective function. Those items that were not assigned to a function by at least two of the counselor educators were not included in the function. Corresponding items (in parentheses) with respective counselor function were as follows:
>
> career (5, 10, 22, 23);
>
> educational (6, 7, 8, 9, 10, 16, 21);
>
> personal (2, 3, 10, 11, 12, 13, 14, 15, 17, 19, 24);
>
> social (15, 19, 20); and
>
> administrative (1, 4, 18). (pp. 18-19)

Written permission was granted the present researcher for the use of the questionnaire (Appendix B). No

reliability or validity statistics have been compiled for the instrument.

Design

A status survey design with pre-determined and post-hoc groupings was employed. The independent variables were gender, size of school, number of counselor visits, grade point average, and post-high school plans. Dependent variables were scores from items pertaining to career, educational, personal, social and administrative functions.

The following designs were employed with the composite null hypothesis.

Composite null hypothesis number one, a 5 x 5 x 3 factorial design.

Composite null hypothesis number two, a 2 x 5 x 3 factorial design.

Composite null hypothesis number three, a 2 x 3 x 3 factorial design.

Composite null hypothesis number four, a 3 x 5 x 3 factorial design.

Composite null hypothesis number five, a 2 x 3 x 5 factorial design.

The ten threats to internal validity cited by McMillan and Schumacher (1989) were dealt with in the following ways:

1. History - did not pertain because the present study was status survey.

2. Selection - letters were sent out to all 1A, 2A, 3A and 4A schools in the pre-determined geographical area (eastern Colorado). Those who agreed to participate were sent questionnaires.

3. Statistical regression - did not pertain because all subjects were employed, not just extreme ones.

4. Testing - administrators were asked to administer the survey to eliminate the threat of counselor presence on changing attitudes.

5. Instrumentation - did not pertain because the present study was status survey.

6. Mortality - did not pertain to this study because it was status survey.

7. Maturation - did not apply because the present study was status survey.

8. Diffusion of Treatment - no treatment was given since this was a status survey study.

9. Experimenter Bias - did not pertain because no implementation was made. Data were collected by school administrators.

10. Statistical conclusion - two mathematical assumptions were violated, random placement of subjects and equal number of cells. The general linear model was employed to correct for lack of equal number in cells.

External Validity of Design

The threats to external validity as cited in McMillan and Schumacher (1989) were dealt with in the following ways:

1. Population External Validity

The high school students surveyed consisted of Colorado seniors only and generalizations made towards freshmen, sophomores and juniors should be made with caution. Since eastern Colorado, a sparsely populated rural and small town area was used for the research, the results should be generalized to similar areas only.

2. Ecological External Validity

Did not pertain because no implementation was made. Data were collected by school administrators.

Data Collecting Procedures

An introductory letter was sent before January 15, 1991 to each superintendent of the identified schools (Appendix C). A sample copy of the questionnaire and "Directions for Administering the Questionnaire" (Appendix D) were included with the introductory letter. Principals either accepted or declined participation in the study by checking the appropriate response located at the bottom of the same letter and returning it to the researcher. The total number of seniors in each respective school was reported by the principal on this letter.

Those schools consenting to participate were sent the appropriate number of copies of the questionnaires and sets

of instructions for administering the questionnaires. Additional copies of the "Directions for Administering the Questionnaire" were provided at this time in case the prior copy had been misplaced. Other than the instructions provided, administrator discretion was used to distribute questionnaires, give students instructions, and collect the questionnaires. The questionnaires were then returned to the researcher in a post paid envelope for analysis. The questionnaires were examined for completeness and coded for analysis, and were analyzed by the Fort Hays State University computing center.

Research Procedure

The following steps and procedures were implemented.

1. A topic was selected. (A study to be replicated, Hoffman, 1989)
2. The researcher obtained current related literature through the Educational Research Information Center. The Colorado State University library was used to locate the literature. The related literature was reviewed by the researcher.
3. A research proposal was written.
4. The research proposal was defended.
5. The surveys were sent out and data were collected.
6. The returned questionnaires were coded for computer processing and the data analyzed and results compiled.

7. A final research report summarizing the data was compiled.

8. A final research report was defended and edited.

Data Analysis

The following were compiled:

1. Appropriate descriptive statistics,
2. Three-way analysis of variance (general linear model),
3. Bonferroni (Dunn) t test for means, and
4. Duncan's Multiple Range t test for means.

Results

The purpose of the researcher was to investigate high school seniors perceptions of services provided by high school counselors. Independent variables were gender, size of school, number of counselor visits, grade point average, and post-high school plans. Dependent variables were scores pertaining to career, educational, personal, social, administrative and composite functions. Five composite null hypotheses were tested using a three-way analysis of variance.

The following designs were employed with the composite null hypotheses. Composite null hypothesis number one a 5 x 5 x 3 factorial design, composite null hypothesis number two a 2 x 5 x 3 factorial design, composite null hypothesis number three a 2 x 3 x 3 factorial design, composite null hypothesis number four a 3 x 5 x 3 factorial design and

composite null hypothesis number five a 2 x 3 x 5 factorial design.

The result section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that differences among the mean scores from a questionnaire pertaining to counselor services according to number of counselor visits, post-high school plans, and size of school would not be statistically significant. Table 1 contains variables, sample sizes, means, standard deviations, F values, and probability levels.

Table 1

A Comparison of Mean Questionnaire Scores for High School Seniors According to Number of Counselor Visits, Post High School Plans, and Size of High School Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Career**			
Number of Counselor Visits (A)					
0 visits	25	14.0[b]	4.08		
1 visit	31	14.0[b]	3.54		
2 visits	48	14.6	3.54	3.33	.0110
3 visits	49	15.1	3.24		
4+ visits	187	16.4[a]	2.72		
Post-High School Plans (B)					
No Further Education	7	13.9	1.95		
Technical School	32	15.0	3.40		
2-4 Year College	249	15.7	3.24	1.03	.3895
Military	21	15.7	2.59		
Undecided	31	15.4	3.77		
Size of School (C)					
1A***	125	15.0	3.37		
2A	115	15.8	2.83	1.25	.2879
3A	100	16.0	3.47		
		Interaction			
		A x B		1.94	.0223
		A x C		1.17	.3199
		B x C		0.69	.6775
		A x B x C		0.51	.9080

(continued)

Table 1 (continued)

Variable	n	M*	S	F Value	p Level
		Educational**			
Number of Counselor Visits (A)					
0 visits	25	26.1[b]	6.31		
1 visit	31	26.6[b]	5.65		
2 visits	47	26.7[b]	5.53	2.81	.0257
3 visits	50	27.0	4.37		
4+ visits	185	29.7[a]	4.22		
Post-High School Plans (B)					
No Further Education	7	25.0	3.00		
Technical School	31	28.0	4.94		
2-4 Year College	248	28.5	5.01	1.69	.1534
Military	21	28.4	4.81		
Undecided	31	27.8	5.08		
Size of School (C)					
1A***	124	27.2[b]	5.31		
2A	113	28.4	4.55	1.73	.1795
3A	101	29.7[a]	4.66		
		Interaction			
		A x B		1.28	.2201
		A x C		1.16	.3208
		B x C		0.98	.4482
		A x B x C		1.02	.4320

(continued)

Table 1 (continued)

Variable	n	M*	S	F Value	p Level
		Personal**			
Number of Counselor Visits (A)					
0 visits	24	32.5	9.74		
1 visit	31	32.1	10.98		
2 visits	48	31.6[b]	10.45	4.35	.0020
3 visits	48	32.0	9.51		
4+ visits	184	37.3[a]	10.31		
Post-High School Plans (B)					
No Further Education	7	31.4	9.73		
Technical School	31	35.8	10.84		
2-4 Year College	246	35.0	10.60	1.62	.1684
Military	20	34.2	11.74		
Undecided	31	34.8	9.33		
Size of School (C)					
1A***	122	29.9[c]	10.53		
2A	115	35.5[b]	8.70	1.92	.1485
3A	98	40.5[a]	9.49		
		Interaction			
		A x B		1.26	.2346
		A x C		1.45	.1751
		B x C		1.15	.3304
		A x B x C		0.91	.5336

(continued)

Table 1 (continued)

Variable	n	M*	S	F Value	p Level
		Social**			
Number of Counselor Visits (A)					
0 visits	25	8.1	3.13		
1 visit	31	8.2	3.11		
2 visits	47	7.9[b]	3.52	4.18	.0027
3 visits	50	8.2	3.11		
4+ visits	186	9.9[a]	3.13		
Post-High School Plans (B)					
No Further Education	7	7.9	2.79		
Technical School	31	9.4	3.48		
2-4 Year College	249	9.1	3.31	1.15	.3339
Military	21	8.6	3.11		
Undecided	31	9.1	3.19		
Size of School (C)					
1A***	124	7.5[c]	3.27		
2A	114	9.2[b]	2.72	3.56	.0296
3A	101	10.8[a]	2.99		
		Interaction			
		A x B		0.88	.5864
		A x C		1.89	.0609
		B x C		0.66	.7038
		A x B x C		1.07	.3840

(continued)

Table 1 (continued)

Variable	n	M*	S	F Value	p Level
		Administrative**			
Number of Counselor Visits (A)					
0 visits	24	10.4	2.22		
1 visit	31	10.7	2.49	2.73	.0295
2 visits	48	10.2[b]	2.77		
3 visits	49	10.4	1.98		
4+ visits	186	11.6[a]	2.19		
Post-High School Plans (B)					
No Further Education	7	10.6	2.57		
Technical School	32	10.9	2.33		
2-4 Year College	248	11.1	2.34	0.98	.4206
Military	21	11.0	2.51		
Undecided	30	10.7	2.43		
Size of School (C)					
1A***	125	10.1[c]	2.42		
2A	113	11.2[b]	2.09	3.40	.0348
3A	100	12.1[a]	2.08		
		Interaction			
		A x B		0.81	.6567
		A x C		2.43	.0147
		B x C		1.08	.3739
		A x B x C		1.34	.2038

(continued)

Table 1 (continued)

Variable	n	M*	S	F Value	p Level
		Composite**			
Number of Counselor Visits (A)					
0 visits	23	66.0[b]	14.19		
1 visit	31	65.4[b]	17.11		
2 visits	46	65.4[b]	17.25	3.94	.0040
3 visits	48	66.0[b]	13.65		
4+ visits	182	74.9[a]	14.53		
Post-High School Plans (B)					
No Further Education	7	62.0	12.70		
Technical School	30	71.3	16.00		
2-4 Year College	243	71.1	15.64	2.08	.0832
Military	20	70.1	16.33		
Undecided	30	70.2	15.90		
Size of School (C)					
1A***	122	64.0	15.98		
2A	111	71.4	12.96	2.54	.0805
3A	97	78.6	14.33		
		Interactions			
		A x B		1.36	.1730
		A x C		1.42	.1895
		B x C		0.96	.4633
		A x B x C		1.02	.4266

* The larger the value the higher the rating.

** The possible scores and theoretical means were: career, 4-20, 12; personal, 11-55, 33; educational, 11-55, 33; social, 3-15, 9; administrative, 3-15, 9; and composite, 24-120, 72.

*** 1A = schools with enrollment of 10-84
2A = schools with enrollment of 85-250
3A = schools with enrollment of 251-500

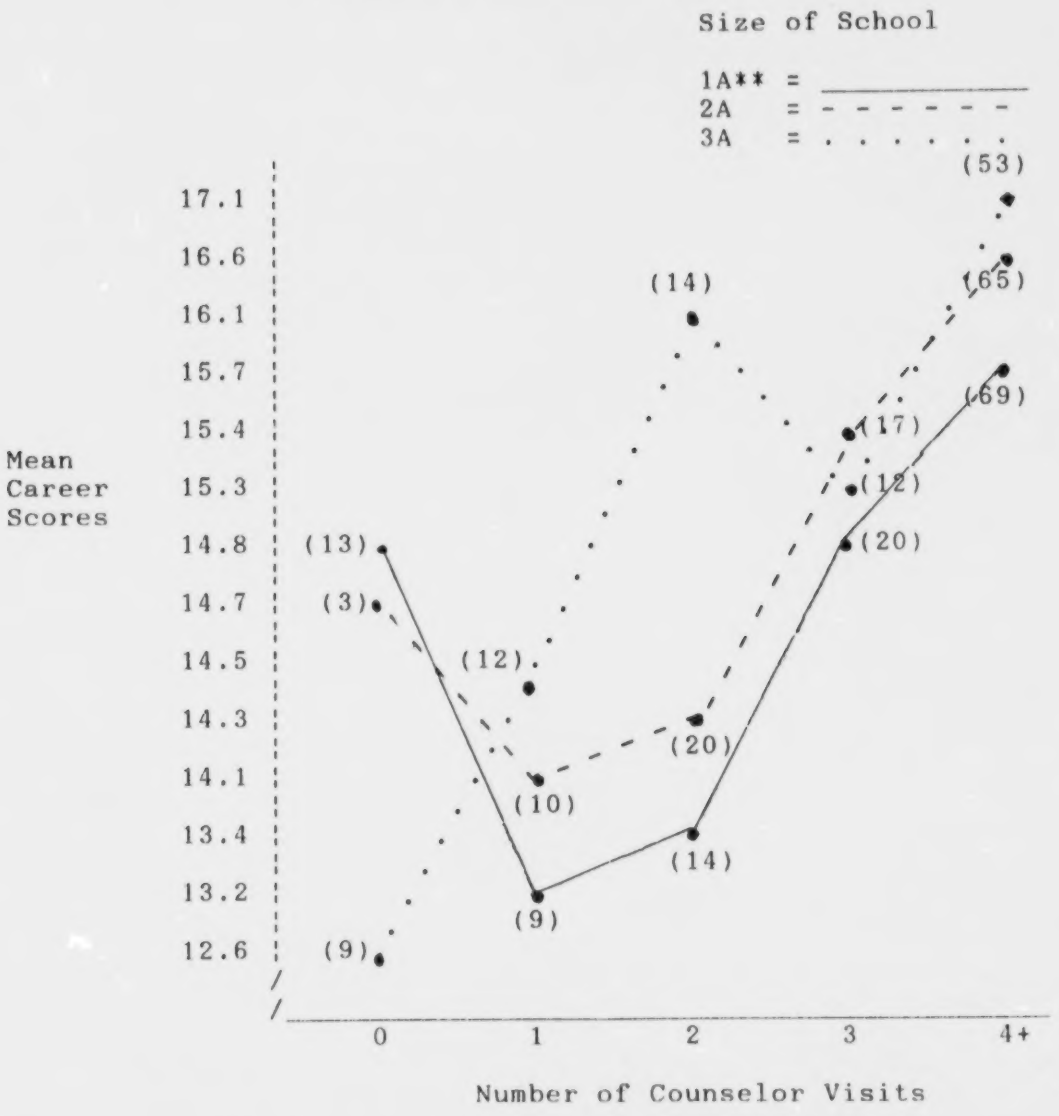
abc Means with unlike symbols difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Ten of the 42 p values were statistically significant at the .05 level; therefore, the hypotheses for these comparisons were rejected. Eight of the 10 significant comparisons were for main effects. The following main effects were statistically significant: number of counselor visits for the dependent variables, career, educational, personal, social, administrative and composite; and size of school and the dependent variables social and administrative. The results cited in Table 1 indicated the following for main effects: 1) The participants who reported visiting their counselor 4 or more times had higher mean scores for career, educational, personal, social, administrative and composite and 2) participants from 3A schools reported higher mean scores for social and administrative. Two of the statistically significant comparisons were for interactions. The significant interactions were between number of counselor visits and post-high school plans for the dependent variable career and between number of counselor visits and size of school for the dependent variable administrative.

The interaction between number of counselor visits and post high school plans for the dependent variable career was depicted in a profile plot. Figure 1 contains mean career scores and curves for size of school.

Figure 1

The Interaction Between Number of Counselor Visits and Size of School for the Dependent Variable Career



** 1A = Schools with enrollment of 10-84
2A = Schools with enrollment of 85-250
3A = Schools with enrollment 251-500

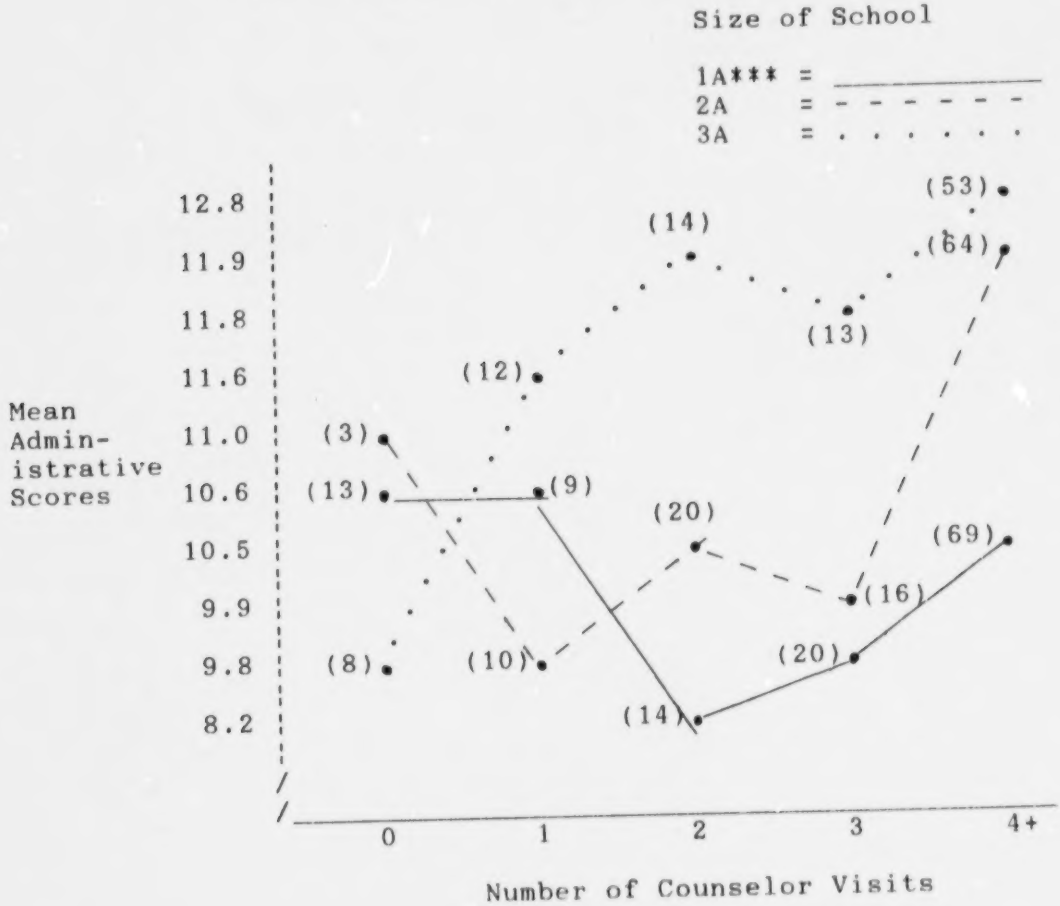
The interaction between number of counselor visits and size of school for the dependent variable career was disordinal. The results cited in Figure 1 indicated the following:

1) participants from district size 3A who had not visited their counselor rated career numerically lowest of any group and those from district size 3A who had visited their counselor 4 or more times rated career highest of any group; and, 2) participants who reported visiting the counselor more times regardless of school size rated careers numerically higher.

The interaction between number of counselor visits and size of school for the dependent variable administrative was depicted in a profile plot. Figure 2 contains mean administrative scores and curves for school sizes.

Figure 2

The Interaction Between Number of Counselor Visits and Size of School for the Dependent Variable Administrative



*** 1A = Schools with enrollment of 10-84
2A = Schools with enrollment of 85-250
3A = Schools with enrollment 251-500

The interaction between number of counselor visits and size of school for the dependent variable administrative was disordinal. The results cited in Figure 2 indicated the

following: (1) participants from school size 3A who reported visiting their counselor 4 or more times rated administrative numerically higher than any other group, (2) participants from school size 1A who reported visiting their counselor 2 times rated administrative lower than any group, and (3) individuals from school size 3A who reported visiting their counselor 1 or more times rated administrative higher than similar groups from other size school districts.

It was hypothesized in composite null hypothesis number 2 that the differences among mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to gender, post-high school plans, and size of high school would not be statistically significant. Table 2 contains variables sample sizes, means, standard deviations, F values, and probability levels.

Table 2

A Comparison of Mean Questionnaire Scores for High School Seniors According to Gender, Post-High School Plans, and Size of High School Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Career**			
Gender (D)					
Male	168	15.7	2.80	0.00	.9761
Female	172	15.5	3.64		
Post-High School Plans (B)					
No Further Education	7	13.9	1.95		
Technical School	32	15.0	3.40		
2-4 Year College	249	15.7	3.24	0.69	.5989
Military	21	15.7	2.59		
Undecided	31	15.4	3.77		
Size of School*** (C)					
1A	125	15.0	3.37		
2A	115	15.8	2.83	4.14	.0169
3A	100	16.0	3.47		
		Interaction			
		D x B		1.71	.1654
		D x C		3.40	.0346
		B x C		0.96	.4632
		D x B x C		1.17	.3223

(continued)

Table 2 (continued)

Variable	n	M*	S	F Value	p Level
		Educational**			
Gender (D)					
Male	167	28.7	4.07	0.12	.7252
Female	171	28.0	5.70		
Post-High School Plans (B)					
No Further Education	7	25.0	3.00		
Technical School	31	28.0	4.94		
2-4 Year College	248	28.5	5.01	1.00	.4039
Military	21	28.4	4.81		
Undecided	31	27.8	5.08		
Size of School*** (C)					
1A	124	27.2[b]	5.31		
2A	113	28.4[b]	4.55	6.93	.0011
3A	101	29.7[a]	4.66		
		Interaction			
		D x B		1.27	.2849
		D x C		0.91	.4049
		B x C		1.17	.3211
		D x B x C		0.38	.8195

(continued)

Table 2 (continued)

Variable	n	M*	S	F Value	p Level
		Personal**			
Gender (D)					
Male	165	35.4	9.75	0.72	.3977
Female	170	34.4	11.23		
Post-High School Plans (B)					
No Further Education	7	31.4	9.73		
Technical School	31	35.8	10.84		
2-4 Year College	246	35.0	10.60	0.43	.7900
Military	20	34.2	11.74		
Undecided	31	34.8	9.33		
Size of School*** (C)					
1A	122	29.9[c]	10.53		
2A	115	35.5[b]	8.70	10.19	.0001
3A	98	40.5[a]	9.49		
		Interaction			
		D x B		0.28	.8368
		D x C		1.09	.3385
		B x C		1.18	.3129
		D x B x C		0.42	.7963

(continued)

Table 2 (continued)

Variable	n	M*	S	F Value	p Level
		Social**			
Gender (D)					
Male	167	9.1	3.14	0.95	.3293
Female	172	9.0	3.43		
Post-High School Plans (B)					
No Further Education	7	7.9	3.13		
Technical School	31	9.4	3.11		
2-4 Year College	249	9.1	3.52	0.46	.7669
Military	21	8.6	3.11		
Undecided	31	9.1	3.13		
Size of School*** (C)					
1A	124	7.5[c]	3.27		
2A	114	9.2[b]	2.72	10.95	.0001
3A	101	10.8[a]	2.99		
		Interaction			
		D x B		0.12	.9509
		D x C		1.23	.2941
		B x C		0.64	.7188
		D x B x C		0.46	.7635

(continued)

Table 2 (continued)

Variable	n	M*	S	F Value	p Level
		Administrative**			
Gender (D)					
Male	169	11.1	2.08	0.02	.8760
Female	169	11.1	2.61		
Post-High School Plans (B)					
No Further Education	7	10.6	2.57		
Technical School	32	10.9	2.33		
2-4 Year College	248	11.2	2.44	0.74	.5683
Military	21	11.0	2.51		
Undecided	30	10.7	2.43		
Size of School*** (C)					
1A	125	10.1[c]	2.42		
2A	113	11.2[b]	2.09	8.15	.0004
3A	100	12.1[a]	2.08		
		Interaction			
		D x B		0.38	.7649
		D x C		0.70	.4951
		B x C		0.79	.5929
		D x B x C		1.05	.3820

(continued)

Table 2 (continued)

Variable	n	M*	S	F Value	p Level
		Composite*			
Gender (D)					
Male	162	71.5	13.59	0.39	.5346
Female	168	70.1	17.43		
Post-High School Plans (B)					
No Further Education	7	62.0	12.70		
Technical School	30	71.3	16.00		
2-4 Year College	243	71.1	15.64	0.65	.6255
Military	20	70.1	16.33		
Undecided	30	70.2	15.90		
Size of School*** (C)					
1A	122	64.0[c]	15.96		
2A	111	71.4[b]	12.96	11.89	.0001
3A	97	78.6[a]	14.33		
		Interaction			
		D x B		0.64	.5867
		D x C		1.61	.2016
		B x C		0.83	.5598
		D x B x C		0.49	.7461

* The larger the value the higher the rating.

** The possible scores and theoretical means were: career, 4-20, 12; educational, 7-35, 21; personal, 11-55, 33; social 3-15, 9; administrative, 3-15, 9; and composite, 24-120, 72.

*** 1A = Schools with enrollment of 10-84
2A = Schools with enrollment of 85-250
3A = Schools with enrollment of 251-500

[abc] Means with unlike symbols difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

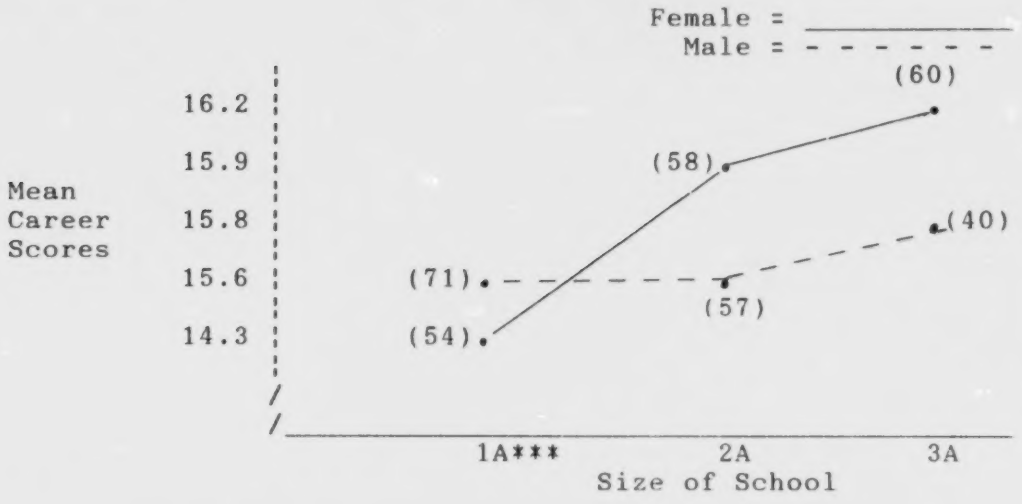
Seven of the 42 p values were statistically significant at the .05 level, therefore, the hypotheses for these comparisons were rejected.

Six of the significant comparisons were for main effects, and two of the significant comparisons (social and administrative) were recurring (Table 1). The following main effects were statistically significant: size of school for the dependent variables career, educational, personal, and composite. The results cited in Table 2 indicated participants from 3A schools rated each dependent variable higher than those from other size schools. The significant interaction was between gender and size of school for the dependent variable career.

The interaction between gender and size of school for the dependent variable career was depicted in a profile plot. Figure 3 contains mean career scores and curves for gender.

Figure 3

The Interaction Between Gender and Size of School for the Dependent Variable Career



*** 1A = Schools with enrollment of 10-84
2A = Schools with enrollment of 85-250
3A = Schools with enrollment 251-500

The interaction between size of school and gender for the dependent variable career was disordinal. The results cited in Figure 3 indicated the following; (1) males from district size 1A rated careers numerically higher than females from 1A size schools and (2) females from school sizes 2A and 3A rated careers higher than males.

It was hypothesized in null hypothesis number 3 that the differences among the mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to gender, grade point average,

and size of high school would not be statistically significant. Table 3 contains variables sample sizes, means, standard deviations, F values, and probability levels.

Table 3

A Comparison of Mean Questionnaire Scores for High School Seniors According to Gender, Grade Point Average and Size of High School Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Career**			
Gender (D)					
Male	168	15.7	2.80	0.04	.8385
Female	172	15.5	3.64		
Grade Point Average (E)					
3.5 - 4.0	109	15.9	3.49		
2.5 - 3.4	182	15.4	3.14	0.66	.5173
Below 2.4	49	15.3	3.13		
Size of School*** (C)					
1A	125	15.0	3.37		
2A	115	15.8	2.83	2.02	.1347
3A	100	16.0	3.47		
		Interaction			
		D x E		3.82	.0230
		D x C		1.17	.1717
		E x C		1.00	.4082
		D x E x C		1.41	.2289

(continued)

Table 3 (continued)

Variable	n	M*	S	F Value	p Level
		Educational**			
Gender (D)					
Male	167	28.7	4.07	1.13	.2898
Female	171	28.0	5.70		
Grade Point Average (E)					
3.5 - 4.0	106	28.5	5.50		
2.5 - 3.4	183	28.2	4.79	0.40	.6684
Below 2.4	49	28.6	4.43		
Size of School*** (C)					
1A	124	27.2[b]	5.31		
2A	113	28.4	4.55	6.39	.0019
3A	101	29.7[a]	4.66		
		Interaction			
		D x E		1.19	.3066
		D x C		1.71	.1829
		E x C		1.65	.1624
		D x E x C		1.93	.1052

(continued)

Table 3 (continued)

Variable	n	M*	S	F Value	p Level
		Personal**			
Gender (D)					
Male	165	35.4	9.75	0.65	.4198
Female	170	34.4	11.23		
Grade Point Average (E)					
3.5 - 4.0	107	35.5	10.58		
2.5 - 3.4	179	34.2	10.68	1.28	.2791
Below 2.4	49	36.1	9.85		
Size of School*** (C)					
1A	122	29.9[c]	10.53		
2A	115	35.5[b]	8.70	23.49	.0001
3A	98	40.5[a]	9.49		
		Interaction			
		D x E		3.14	.0446
		D x C		1.79	.1690
		E x C		1.03	.3922
		D x E x C		1.59	.1769

(continued)

Table 3 (continued)

Variable	n	M*	S	F Value	p Level
		Social**			
Gender (D)					
Male	167	9.1	3.14	0.14	.7059
Female	172	9.0	3.43		
Grade Point Average (E)					
3.5 - 4.0	108	9.2	3.30		
2.5 - 3.4	182	8.9	3.29	0.85	.4283
Below 2.4	49	9.1	3.29		
Size of School*** (C)					
1A	124	7.5[a]	3.27		
2A	114	9.2[b]	2.72	22.29	.0001
3A	101	10.8[a]	2.99		
		Interaction			
		D x E		2.95	.0536
		D x C		1.04	.3530
		E x C		1.18	.3184
		D x E x C		0.41	.8015

(continued)

Table 3 (continued)

Variable	n	M*	S	F Value	p Level
		Administrative**			
Gender (D)					
Male	169	11.1	2.08	0.01	.9272
Female	169	11.1	2.61		
Grade Point Average (E)					
3.5 - 4.0	108	11.3	2.46		
2.5 - 3.4	182	10.9	2.30	1.97	.1413
Below 2.4	48	11.1	2.34		
Size of School*** (C)					
1A	125	10.1[c]	2.42		
2A	113	11.2[b]	2.09	20.88	.0001
3A	100	12.1[a]	2.08		
		Interaction			
		D x E		3.57	.0292
		D x C		1.24	.2918
		E x C		0.57	.6817
		D x E x C		1.07	.3723

(continued)

Table 3 (continued)

Variable	n	M*	S	F Value	p Level
		Composite**			
Gender (D)					
Male	162	71.5	13.59	0.30	.5813
Female	168	70.1	17.43		
Grade Point Average (E)					
3.5 - 4.0	104	71.8	16.53		
2.5 - 3.4	178	70.0	15.36	0.99	.3735
Below 2.4	48	71.5	14.91		
Size of School*** (C)					
1A	122	64.0[c]	15.98		
2A	111	71.4[b]	12.96	20.38	.0001
3A	97	78.6[a]	14.33		
		Interaction			
		D x E		3.68	.0263
		D x C		2.48	.0857
		E x C		1.12	.3493
		D x E x C		1.82	.1254

* The larger the value the higher the rating.

** The possible scores and theoretical means were: career, 4-20, 12; educational, 7-35, 21; personal, 11-55, 33; social 3-15, 9; administrative, 3-15, 9; and composite, 24-120, 72.

*** 1A = Schools with enrollment of 10-84
2A = Schools with enrollment of 85-250
3A = Schools with enrollment of 251-500

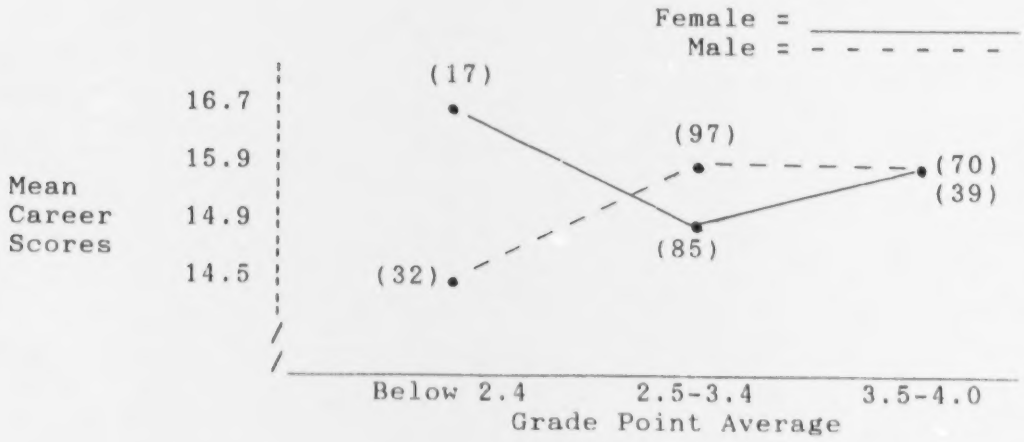
[abc] Means with unlike symbols difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Ten of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Five of the 10 comparisons were for main effects. All the significant main effects were recurring (Table 1 and 2). The five significant interactions were the following: gender and grade point average for the dependent variables career, personal, social, administrative and composite.

The interaction between gender and grade point average for the dependent variable career was depicted in a profile plot. Figure 4 contains mean career scores and gender, curves.

Figure 4

The Interaction Between Grade Point Average and Gender for the Dependent Variable Career

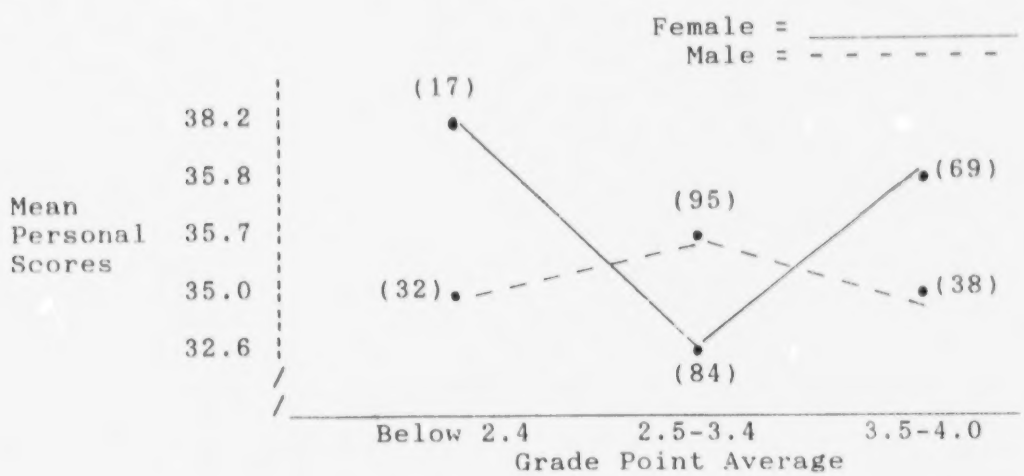


The interaction between grade point average and gender for the dependent variable career was disordinal. The results cited in Figure 4 indicated the following: (1) Females with grade point averages below 2.4 rated careers numerically higher than males with grade point averages below 2.4. (2) Males with grade point averages 2.5-3.4 rated career numerically higher than females with grade point averages 2.5-3.4.

The interaction between grade point average and gender for the dependent variable personal was depicted in a profile plot in Figure 5. Mean scores and gender curves were presented in Figure 5.

Figure 5

The Interaction Between Gender and Grade Point Average for the Dependent Variable Personal



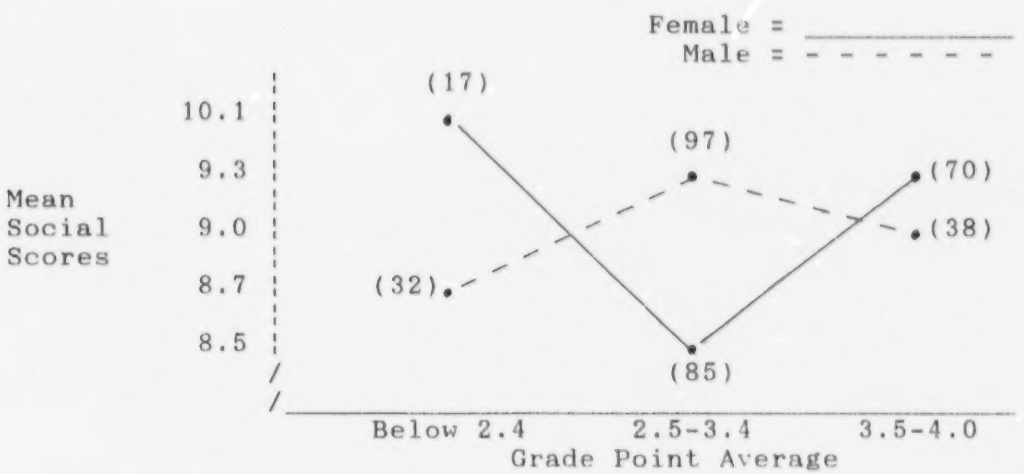
The interaction between grade point average and gender for the dependent variable personal was disordinal. The

results cited in Figure 5 indicated the following: (1) Females with 3.5-4.0 grade point averages rated personal numerically higher than 3.5-4.0 males, (2) males with 2.5-3.4 grade point averages rated personal numerically higher than females with 2.5-3.4 grade point average, and (3) Females with grade point average below 2.4 rated personal numerically higher than males in the same category.

The interaction between grade point average and gender for the dependent variable social was depicted in a profile plot in Figure 6. Mean scores and gender curves were presented in Figure 6.

Figure 6

The Interaction Between Grade Point Average and Gender for the Dependent Variable Social



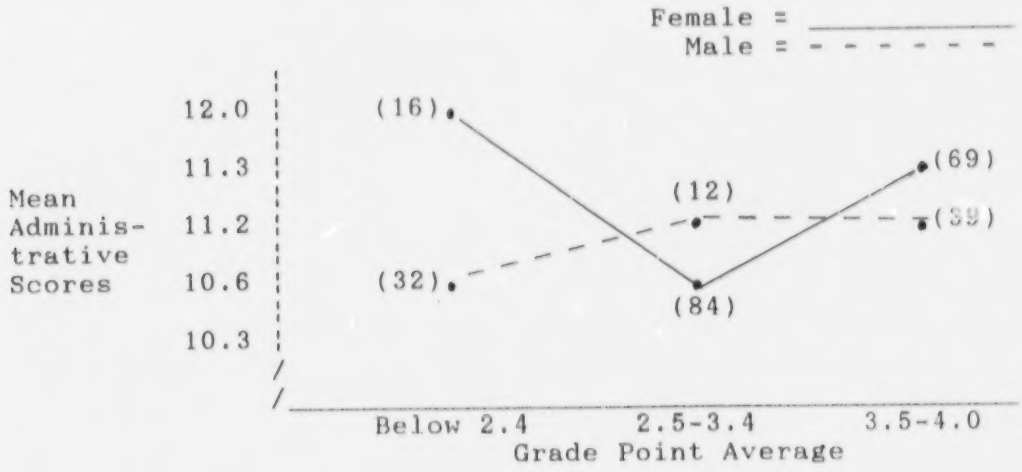
The interaction between grade point average and gender for the dependent variable social was disordinal. The

results cited in Figure 6 indicated the following: (1) Female participants with grade point average 3.5-4.0 rated social numerically higher than males, (2) Males with grade point average 2.5-3.4 rated social numerically higher than females, and (3) Females with grade point average below 2.4 rated social numerically higher than any other group.

The interaction between grade point average and gender for the dependent variable administrative was depicted in a profile plot in Figure 7. Mean scores and gender curves were presented in Figure 7.

Figure 7

The Interaction Between Grade Point Average and Gender for the Dependent Variable Administration



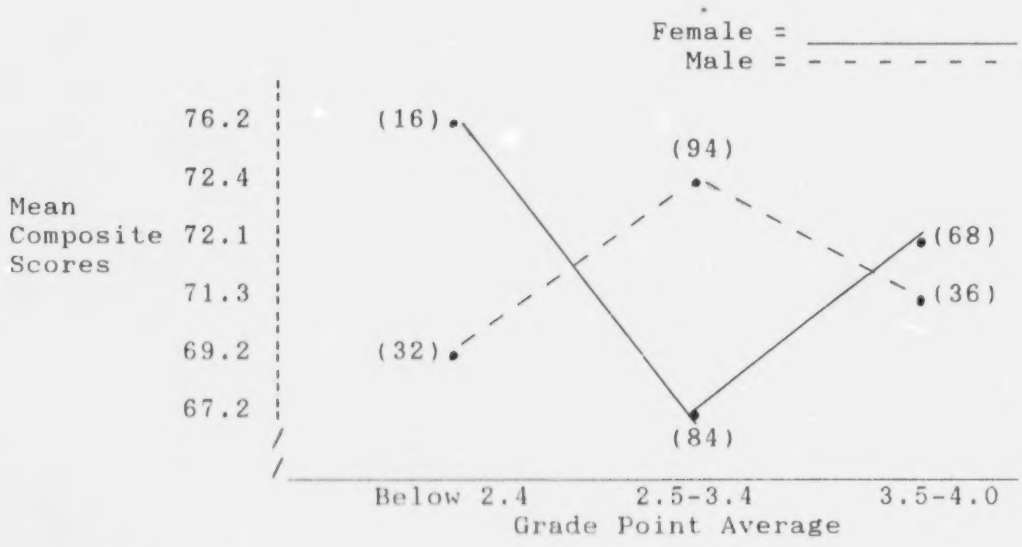
The interaction between grade point average and gender for the dependent variable administrative was disordinal. The results cited in Figure 7 indicated the following: (1)

Female participants with grade point average 3.5-4.0 rated administrative numerically higher than males, (2) Males with grade point averages 2.5-3.4 rated administrative numerically higher than females in the same category, and (3) Females with grade point average below 2.4 rated administrative numerically higher than males in that category.

The interaction between grade point average and gender for the dependent variable composite was depicted in Figure 8. Mean scores and gender curves were presented in Figure 8.

Figure 8

The Interaction Between Grade Point Average and Gender for the Dependent Variable Composite



The interaction between grade point average and gender for the dependent variable composite was disordinal. The results cited in Figure 8 indicated the following: (1) Females with grade point average 3.5-4.0 had numerically higher ratings than did males in the same category, (2) Males with 2.5-3.4 grade point averages showed numerically higher composite ratings than 2.5-3.4 G.P.A. females, and (3) Females with grade point average below 2.4 rated composite numerically the highest.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to grade point average, post high school plans, and size of high school would not be statistically significant. Table 4 contains variables, sample sizes, means, standard deviations, F values, and probability levels.

Table 4

A Comparison of Mean Questionnaire Scores for High School Seniors According to Grade Point Average, Post-High School Plans, and Size of High School Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Career**			
Grade Point Average (E)					
3.5 - 4.0	109	15.9	3.49		
2.5 - 3.4	182	15.4	3.14	0.32	.7253
Below 2.4	49	15.3	3.13		
Post-High School Plans (B)					
No Further Education	7	13.9	1.95		
Technical School	32	15.0	3.40		
2-4 Year College	249	15.7	3.24	0.55	.7020
Military	21	15.7	2.59		
Undecided	31	15.4	3.77		
Size of School*** (C)					
1A	125	15.0	3.37		
2A	115	15.8	2.83	0.71	.4913
3A	100	16.0	3.47		
		Interaction			
		E x B		0.80	.5888
		E x C		0.55	.6996
		B x C		0.76	.6384
		E x B x C		1.07	.3846

(continued)

Table 4 (continued)

Variable	n	M*	S	F Value	p Level
		Educational**			
Grade Point Average (E)					
3.5 - 4.0	106	28.5	5.50		
2.5 - 3.4	183	28.2	4.79	0.02	.9848
Below 2.4	49	28.6	4.43		
Post-High School Plans (B)					
No Further Education	7	25.0	3.00		
Technical School	31	28.0	4.94		
2-4 Year College	248	28.5	5.00	1.04	.3849
Military	21	28.4	4.81		
Undecided	31	27.8	5.08		
Size of School*** (C)					
1A	124	27.2[b]	5.31		
2A	113	28.4	4.55	4.71	.0097
3A	101	29.7[a]	4.66		
		Interaction			
		E x B		0.60	.7543
		E x C		0.56	.6895
		B x C		1.15	.3324
		E x B x C		1.08	.3789

(continued)

Table 4 (continued)

Variable	n	M*	S	F Value	p Level
		Personal**			
Grade Point Average (E)					
3.5 - 4.0	107	35.5	10.58		
2.5 - 3.4	179	34.2	10.68	0.04	.9609
Below 2.4	49	36.1	9.85		
Post-High School Plans (B)					
No Further Education	7	31.4	9.73		
Technical School	31	35.8	10.84		
2-4 Year College	246	35.0	10.60	0.59	.6682
Military	20	31.2	11.74		
Undecided	31	34.8	9.33		
Size of School*** (C)					
1A	122	29.9[c]	10.53		
2A	115	35.5[b]	8.70	7.36	.0008
3A	98	40.5[a]	9.49		
		Interaction			
		E x B		0.63	.7315
		E x C		0.87	.4842
		B x C		0.86	.5496
		E x B x C		0.96	.4632

(continued)

Table 4 (continued)

Variable	n	M*	S	F Value	p Level
		Social**			
Grade Point Average (E)					
3.5 - 4.0	108	9.2	3.30		
2.5 - 3.4	182	8.9	3.28	0.06	.9430
Below 2.4	49	9.1	3.29		
Post-High School Plans (B)					
No Further Education	7	7.9	2.79		
Technical School	31	9.4	3.48		
2-4 Year College	249	9.1	3.31	0.74	.5668
Military	21	8.6	3.11		
Undecided	31	9.1	3.19		
Size of School*** (C)					
1A	124	7.5[c]	3.27		
2A	114	9.2[b]	2.72	7.20	.0009
3A	101	10.8[a]	2.99		
		Interaction			
		E x B		0.73	.6487
		E x C		0.60	.6607
		B x C		0.75	.6450
		E x B x C		1.14	.3402

(continued)

Table 4 (continued)

Variable	n	M*	S	F Value	p Level
		Administrative**			
Grade Point Average (E)					
3.5 - 4.0	108	11.3	2.46		
2.5 - 3.4	182	10.9	2.30	0.33	.7225
Below 2.4	48	11.1	2.34		
Post-High School Plans (B)					
No Further Education	7	10.6	2.57		
Technical School	32	10.9	2.33		
2-4 Year College	248	11.1	2.34	0.85	.4965
Military	21	11.0	2.51		
Undecided	30	10.7	2.43		
Size of School*** (C)					
1A	125	10.1[c]	2.42		
2A	113	11.2[b]	2.09	8.80	.0002
3A	100	12.1[a]	2.08		
		Interaction			
		E x B		0.49	.8431
		E x C		0.43	.4450
		B x C		0.81	.5904
		D x B x C		1.00	.4288

(continued)

Table 4 (continued)

Variable	n	M*	S	F Value	p Level
		Composite**			
Grade Point Average (E)					
3.5 - 4.0	104	71.8	16.53		
2.5 - 3.4	178	70.0	15.36	0.13	.8739
Below 2.4	48	71.5	14.91		
Post-High School Plans (B)					
No Further Education	7	62.0	12.70		
Technical School	30	71.3	16.00		
2-4 Year College	243	71.1	15.64	0.99	.4127
Military	20	70.1	16.33		
Undecided	30	70.2	15.90		
Size of School*** (C)					
1A	122	64.0[c]	15.98		
2A	111	71.4[b]	12.96	7.96	.0004
3A	97	78.6[a]	14.33		
		Interaction			
		E x B		0.74	.6382
		E x C		1.02	.3987
		B x C		0.88	.5321
		E x B x C		1.11	.3539

* The larger the value the higher the rating.

** The possible scores and theoretical means were: career, 4-20, 12; educational, 7-35, 21; personal, 11-55, 33; social 3-15, 9; administrative, 3-15, 9; and composite, 24-120, 72.

*** 1A = Schools with enrollment of 10-84
2A = Schools with enrollment of 85-250
3A = Schools with enrollment of 251-500

[abc] Means with unlike symbols difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Five of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The five significant comparisons were for main effects and all were recurring (Tables 1 and 2). The results cited in Table 4 indicated no new statistically significant associations.

It was hypothesized in composite null hypothesis number 5 that the differences among the mean scores from a questionnaire pertaining to problems for which seniors would seek school counselor help according to gender, grade point average, and post-high school plans would not be statistically significant. Table 5 contains variables, sample sizes, means, standard deviations, F values, and probability levels.

Table 5

A Comparison of Mean Questionnaire Scores for High School Seniors According to Gender, Grade Point Average and Post-High School Plans Employing a Three-Way Analysis of Variance

Variable	n	M*	S	F Value	p Level
		Career**			
Gender (D)					
Male	168	15.7	2.80	3.68	.0558
Female	172	15.5	3.64		
Grade Point Average (E)					
3.5 - 4.0	109	15.9	3.49		
2.5 - 3.4	182	15.4	3.14	0.25	.7781
Below 2.4	49	15.3	3.13		
Post-high school plans (B)					
No further education	7	13.9	1.95		
Technical school	32	15.0	3.40		
2-4 year college	249	15.7	3.24	0.41	.8022
Military	21	15.7	2.59		
Undecided	31	15.4	3.77		
		Interaction			
		D x E		4.79	.0089
		D x B		2.17	.0718
		E x B		1.16	.3271
		D x E x B		1.83	.1236

(continued)

Table 5 (continued)

Variable	n	M*	S	F Value	p Level
		Educational**			
Gender (D)					
Male	167	28.7	4.07	2.84	.0932
Female	171	28.0	5.70		
Grade Point Average (E)					
3.5 - 4.0	106	28.5	5.50		
2.5 - 3.4	183	28.2	4.79	0.63	.5337
Below 2.4	49	28.6	4.43		
Post-high school plans (B)					
No further education	7	25.0	3.00		
Technical school	31	28.0	4.94		
2-4 year college	248	28.5	5.00	1.41	.2298
Military	21	28.4	4.81		
Undecided	31	27.8	5.08		
		Interaction			
		D x E		3.52	.0306
		D x B		2.67	.0321
		E x B		1.61	.1322
		D x E x B		1.37	.2431

(continued)

Table 5 (continued)

Variable	n	M*	S	F Value	p Level
		Personal**			
Gender (D)					
Male	165	35.4	9.75	1.54	.2156
Female	170	34.4	11.23		
Grade Point Average (E)					
3.5 - 4.0	107	35.5	10.58	1.31	.2711
2.5 - 3.4	179	34.2	10.68		
Below 2.4	49	36.1	9.85		
Post-high school plans (B)					
No further education	7	31.4	9.73	0.81	.5186
Technical school	31	35.2	10.84		
2-4 year college	246	35.0	10.60		
Military	20	34.2	11.74		
Undecided	31	34.8	9.33		
		Interaction			
		D x E		3.16	.0439
		D x B		1.38	.2403
		E x B		1.49	.1718
		D x E x B		0.82	.5118

(continued)

Table 5 (continued)

Variable	n	M*	S	F Value	p Level
		Social**			
Gender (D)					
Male	167	9.1	3.14	1.32	.2506
Female	172	9.0	3.43		
Grade Point Average (E)					
3.5 - 4.0	108	9.2	3.30	0.81	.4464
2.5 - 3.4	182	8.9	3.29		
Below 2.4	49	9.1	3.29		
Post-high school plans (B)					
No further education	7	7.9	2.79	0.72	.5820
Technical school	31	9.4	3.48		
2-4 year college	249	9.1	3.31		
Military	21	8.6	3.11		
Undecided	31	9.1	3.19		
		Interaction			
		D x E		2.97	.0527
		D x B		0.85	.4956
		E x B		1.47	.1783
		D x E x B		0.60	.6646

(continued)

Table 5 (continued)

Variable	n	M*	S	F Value	p Level
		Administrative**			
Gender (D)					
Male	169	11.1	2.08	1.58	.2092
Female	169	11.1	2.61		
Grade Point Average (E)					
3.5 - 4.0	108	11.3	2.46		
2.5 - 3.4	182	10.9	2.30	0.52	.5943
Below 2.4	48	11.1	2.34		
Post-high school plans (B)					
No further education	7	10.6	2.57		
Technical school	32	10.9	2.33		
2-4 year college	248	11.1	2.34	0.83	.5055
Military	21	11.0	2.51		
Undecided	30	10.7	2.43		
		Interaction			
		D x E		3.01	.0510
		D x B		1.48	.1743
		E x B		1.64	.1629
		D x E x B		0.74	.5678

(continued)

Table 5 (continued)

Variable	n	M*	S	F Value	p Level
		Composite**			
Gender (D)					
Male	162	71.5	13.59	2.39	.1231
Female	168	70.1	17.43		
Grade Point Average (E)					
3.5 - 4.0	104	71.8	16.53		
2.5 - 3.4	178	70.0	15.36	0.79	.4561
Below 2.4	48	71.5	14.91		
Post-high school plans (B)					
No further education	7	62.0	12.70		
Technical school	30	71.3	16.00		
2-4 year college	243	71.1	15.64	0.98	.4191
Military	20	70.1	16.33		
Undecided	30	70.2	15.90		
		Interaction			
		D x E		4.28	.0147
		D x B		1.85	.1198
		E x B		1.83	.0810
		D x E x B		1.18	.3215

* The larger the value the higher the rating.

** The possible scores and theoretical means were: career, 4-20, 12; educational, 7-35, 21; personal, 11-55, 33; social 3-15, 9; administrative, 3-15, 9; and composite, 24-120, 72.

*** 1A = Schools with enrollment of 10-84
2A = Schools with enrollment of 85-250
3A = Schools with enrollment of 251-500

abc Means with unlike symbols difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

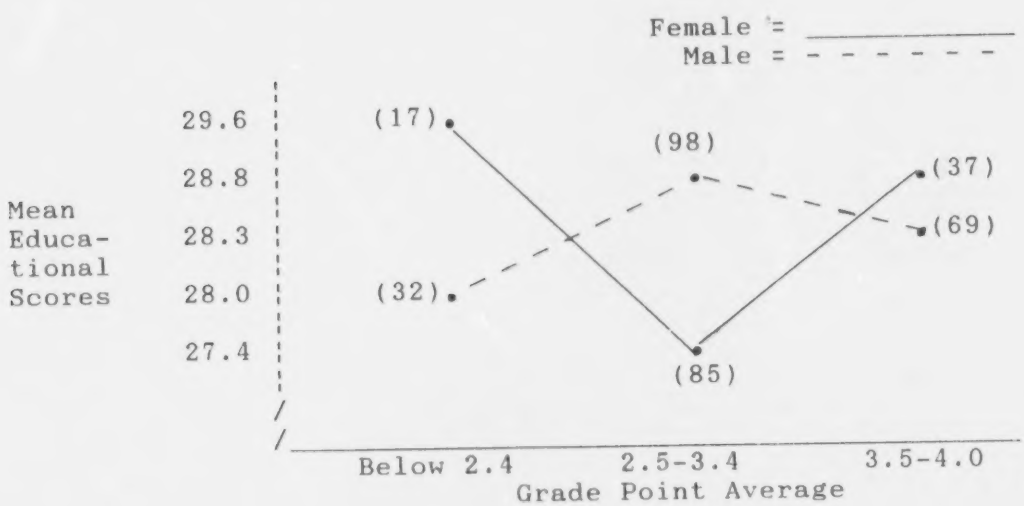
Seven of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The significant comparisons were for the following interactions:

1. gender and grade point average for the dependent variable career (recurring, Figure 4),
2. gender and grade point average for the dependent variable educational,
3. grade point average and post-high school plans for the dependent variable educational,
4. gender and grade point average for the dependent variable personal (recurring, Figure 5),
5. gender and grade point average for the dependent variable social (recurring, Figure 6),
6. gender and grade point average for the dependent variable administrative (recurring, Figure 7) and,
7. gender and grade point average for the dependent variable composite (recurring, Figure 7).

The interaction between gender and grade point average was depicted in a profile plot. Figure 8 contains mean educational scores and curves for gender.

Figure 9

The Interaction Between Grade Point Average and Gender for the Dependent Variable Educational

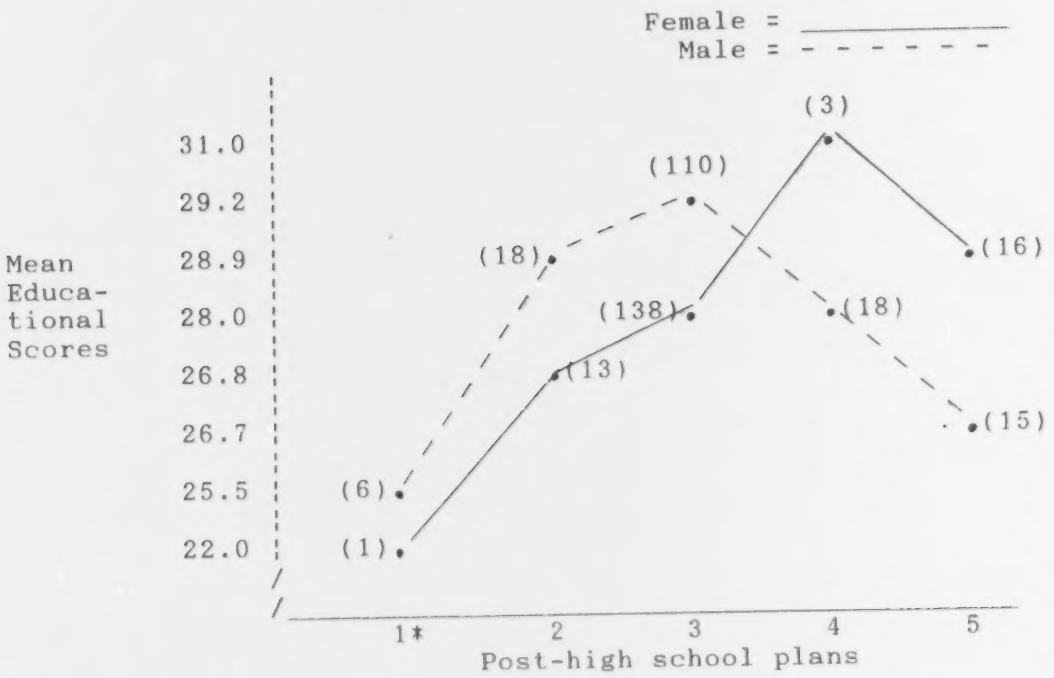


The interaction between grade point average and gender for the dependent variable educational was disordinal. The results cited in Figure 9 indicated the following: (1) Females with grade point averages below 2.4 rated educational numerically higher than males with grade point averages below 2.4, and (2) Males with grade point averages 2.5-3.4 rated educational numerically higher than females with grade point average 2.5-3.4.

The interaction between grade point average and post-high school plans for the dependent variable educational was depicted in a profile plot. Figure 10 contains mean educational scores and curves for grade point average.

Figure 10

The Interaction Between Post-High School Plans and Grade Point Average for the Dependent Variable Educational



* 1 = no further education
2 = technical school
3 = 2-4 year college
4 = military
5 = undecided

The interaction between post-high school plans and gender for the dependent variable educational was disordinal. The results cited in Figure 10 indicated the following: (1) Males who indicated no further education plans rated educational numerically lower than females in the same group, (2) Males planning to attend technical

school, or attend 2-4 year college rated educational numerically higher than females who plan to attend technical school or a 2-4 year college.

Discussion

The purpose of the researcher was to replicate James Hoffman's study (1989), to investigate high school seniors perceptions of the high school counselor. Independent variables were gender, size of high school, number of counselor visits, grade point average, and post-high school plans. The six dependent variables were scores from the following components of a questionnaire pertaining to counselor services: career, educational, personal, social, administrative and composite functions. The sample consisted of 341 Eastern Colorado high school seniors, class of 1991, with 125 students from 1A schools, 115 students from 2A schools and 101 students from 3A schools. Fifteen 1A schools, seven 2A schools, and two 3A schools were represented in the sample. Five composite null hypotheses were tested using a three-way analysis of variance (general linear model).

A total of 108 comparisons plus 102 recurring comparisons, were made. Of the 108 comparisons 30 were for main effects and 78 for interactions. Of the 30 main effects tested 12 were statistically significant at the .05 level. The following were statistically significant main effects:

1. number of counselor visits for the dependent variables career, educational, personal, social, administrative and composite; and
2. size of school for the dependent variables career, educational, personal, social, administrative and composite.

The results from the significant main effects indicated the following:

1. participants who reported visiting their counselor four or more times had higher mean scores for career, educational, personal, social, administrative, and composite; and
2. participants from the largest schools reported higher mean scores for career, educational, personal, social, administrative and composite.

Of the 78 interactions tested 10 were statistically significant at the .05 level. The following interactions were statistically significant at the .05 level:

1. interaction between number of counselor visits and size of school for the dependent variable career,
2. interaction between number of counselor visits and size of school for the dependent variable administrative,
3. interaction between gender and size of school for the dependent variable career,

4. interaction between grade point average and gender for the dependent variable career,
5. interaction between gender and grade point average for the dependent variable personal,
6. interaction between grade point average and gender for the dependent variable social,
7. interaction between grade point average and gender for the dependent variable administrative,
8. interaction between grade point average and gender for the dependent variable composite,
9. interaction between grade point average and gender for the dependent variable educational, and
10. interaction between post-high school plans and gender for the dependent variable educational.

Hoffman (1989) reported students from smaller districts were more comfortable talking with their counselor than students from larger districts. He also reported that students with higher grade point average were more comfortable talking with their counselor. The results of the present study did not support those reported by Hoffman. The findings of the present study indicated the opposite. Students from the largest districts were more comfortable talking with their counselor. The results of the present study did not indicate an association between the variable grade point average and the independent variables.

The results of the present study appeared to support the findings of Hutchinson and Reagan (1989) and Hoffman (1989) who reported students were more comfortable talking about career , educational and administrative issues than personal and social ones.

Hoffman (1989) reported students who had visited their counselor four or more times reported greater comfort in talking with their counselor about educational issues. The present study supported those findings.

The results of the present study appeared to support the following generalizations:

1. participants who visited the counselor more times reported greater comfort talking with the counselor,
2. participants from the largest school district reported greater comfort talking with the counselor,
3. post-high school plans were not associated with student comfort talking with the counselor,
4. gender was not associated with student comfort talking with the counselor,
5. grade point average was not associated with student comfort talking with the counselor,
6. an interaction existed between gender and grade point average for the dependent variables career,

educational, personal, social, administrative and composite,

7. an interaction existed between the number of counselor visits and size of school for the dependent variables career and administrative,
8. an interaction existed between gender and size of school for the dependent variable career, and
9. an interaction existed between grade point average and post-high school plans for the dependent variable educational.

The results of the present study tended to support the following recommendations:

1. the study should be replicated with all school sizes,
2. the study should be replicated in other parts of the state and in other states,
3. the study should be replicated with different grade levels, and
4. the study should be replicated using random sampling.

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APPENDIX A

Demographics and Questionnaire

Personal Information

Do not put your name on this questionnaire. Please check only one answer to each of the following questions. Please do not leave any question blank.

1. Male _____ Female _____
2. How many times did you visit or have direct contact with your school counselor during your senior year:

   0 visits ___ 1 visit ___ 2 visits ___ 3 visits ___ 4 or more ___
3. Estimate your cumulative high school grade point average on a 4 point scale:

   (4.0-3.5) _____ (3.4-2.5) _____ (2.4-1.5) _____ 1.4 or below _____
4. After high school your plans are:

   no further education _____ attend a technical school _____

   attend a 2 or 4 year college _____ enter military service ____

   undecided _____

Questionnaire

DIRECTIONS: Please read each statement carefully. There are no right or wrong answers. The following is a list of activities for which the high school counselor might be responsible. Please circle the response which most nearly reflects your feelings about the statement. Please respond to each item whether or not you have had direct experience with a guidance counselor.

Strongly Agree (SA)	Agree (A)	Undecided (?)	Disagree (D)	Strongly Disagree (SD)

Your school counselor is a person you can talk to about:

1. discipline problems . . . . . SA A ? D SD
2. development of awareness of feelings and values . . SA A ? D SD
3. general personal problems . . . . . SA A ? D SD
4. assistance in changing a class . . . . . SA A ? D SD
5. assistance in job hunting . . . . . SA A ? D SD
6. current information about colleges, universities or technical colleges . . . . . SA A ? D SD
7. registering for high school classes . . . . . SA A ? D SD
8. obtaining scholarships or financial aid . . . . . SA A ? D SD
9. orientation to a new school . . . . . SA A ? D SD
10. interpretation of test results . . . . . SA A ? D SD
11. a question about sex . . . . . SA A ? D SD
12. relieving tension . . . . . SA A ? D SD
13. conflicts with teachers . . . . . SA A ? D SD
14. conflicts with parents . . . . . SA A ? D SD
15. conflicts with peers . . . . . SA A ? D SD
16. alcohol or drug education . . . . . SA A ? D SD
17. alcohol or drug problem . . . . . SA A ? D SD
18. truancy problems . . . . . SA A ? D SD
19. boyfriend/girlfriend relationships . . . . . SA A ? D SD
20. how to get along in everyday life . . . . . SA A ? D SD
21. graduation requirements . . . . . SA A ? D SD
22. deciding on a vocation . . . . . SA A ? D SD
23. information regarding career opportunities . . . . SA A ? D SD
24. physical or emotional abuse . . . . . SA A ? D SD

APPENDIX B

Letter of Permission

Route 2, Box 15
Lindon, Colorado 80740

Roger L. Hutchinson, Ed.D., NCC
Professor of Psychology--Counseling
Ball State University
Muncie, Indiana 47306

Dear Sir:

I am a graduate student at Fort Hays State University and a part time counselor at Arickaree School in eastern Colorado. For my graduate thesis project, I would like to replicate James Hoffman's study concerning high school seniors perceptions of counseling services provided. I would like to replicate this study in eastern Colorado; therefore, I would like permission to use the survey instrument which I have enclosed a copy of. This is the instrument which I found in The School Counselor (1989) by you and Reagan in the article "Problems for Which Seniors Seek Help from School Counselors." I will be certain that proper recognition for the development of the instrument will be cited in my work.

I would also like permission to make the modifications to the instrument that Hoffman made, adding items on number of counselor visits, post high school plans, and gender. These are items to be used as independent variables in the research.

Have you used this instrument in any other research that I should be aware of? Would you like a copy of my study?

Thank you for your consideration.

Yours truly,

Joyce Leach

ma

November 2, 1990

Ms. Joyce Leach
Route 2, Box 15
Lindon, Colorado 80740

Dear Joyce,

You have my permission to use the instrument. I would appreciate copies of the study you do, publications, presentations, etc.

Good luck!

Roger L. Hutchinson

APPENDIX C

Letter of Introduction to Administrators

Ms. Joyce Leach, Counselor
Arickaree School, Rt. 2, Box 15
Lindon, CO 80740

November 10, 1990

Administrator
School, Address
City, State, Zip Code

Dear Administrator:

I am a graduate student at Fort Hays State University. For my thesis project, I am studying problems for which high school seniors would seek help from the school counselor. A review of current literature tends to indicate that the role of the school counselor and services provided seems unclear. Assessing student perceptions can provide information for improvement within the profession.

Eastern Colorado High schools have been contacted regarding this survey. A copy of the questionnaire and list of instructions is provided for your review. It is estimated that 15 minutes or less of class time will be required. As many seniors as possible should complete this questionnaire as this will help in the validity of my study.

The survey should only be completed by high school seniors. School counselors must not be involved with the dissemination or handling of the questionnaires to insure confidentiality of student responses.

I understand that winter is a busy season; however, your assistance with this study would be greatly appreciated. Complete confidentiality in student responses and your school system will be granted.

Indicate below as to whether or not your senior students and school personnel wish to participate in this survey. Please return this letter in the enclosed envelope by February 1 so that I can distribute the questionnaires appropriately. I would be happy to answer any questions you might have. Feel free to contact me at 303-383-2202. Thank you for your help.

_____ Yes, we accept participation in your study. We have a total of _____ seniors in our high school.
_____ No, we decline participation in your study.

Sincerely,

Joyce Leach
Graduate Student

Appendix D

Directions for Administering the Questionnaire

DIRECTIONS FOR ADMINISTERING THE QUESTIONNAIRE

1. The school principal should coordinate the survey and determine the most efficient method for disseminating the questionnaires to as many students as possible during normal school hours. This will insure student confidentiality and a proper account of the number distributed.

2. Only seniors must complete the questionnaire with no senior being surveyed more than once. If it is impossible to survey all the seniors, the sample you obtain should reflect characteristics of the entire class such as gender, range of grade point average, college bound or non-college bound, etc.

3. The school counselor(s) must not be involved in any manner with this survey.

4. Before giving any student the questionnaire, verbal instructions summarizing the following should be given:

   > They should not put their names on the questionnaire and complete confidentiality will be granted. Their participation is voluntary and they may withdraw from the survey any time prior to the return of the questionnaire. Their participation in this survey would be greatly appreciated.

5. The students should be "thanked" for their participation on behalf of the researcher.

6. Return all the questionnaires, complete and incomplete, in the postage paid envelope.